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ABSTRACT

This model for teacher education programs responds to the National Council for Accreditation of Teacher Education (NCATE) standards requiring that professional education programs be based on essential knowledge, established and current research findings, and sound professional practice. The NCATE standards mandate that the design, delivery, and content of the curriculum reflect national concerns about the knowledge bases for professional education. The model described herein, referred to as the Professional Life Span Model, was used for the teacher education knowledge base at the University of Mississippi. The model is a framework within which six dimensions (psychological, social, physical, vocational, moral, and aesthetic) of students are nurtured in order to produce self-sustaining, adult, professional instructional leaders. The knowledge bases are drawn from general studies, specialty studies, learning environments, and educational processes. Two figures illustrate the model and reflect the sequence of application of program content and related field experiences. (LL)

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FACILITATING EDUCATIONAL REFORM: AN INNOVATIVE MODEL FOR TEACHER PREPARATION PROGRAMS

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STATEMENT OF THE PROBLEM

The recently-revised, current National Council for the Accreditation of Teacher Education (NCATE) standards require that professional education programs are based on essential knowledge, established and current research findings, and sound professional practice. Programs are expected to have a systematic design with explicitly stated philosophy and objectives and there is to be coherence between (1) courses and experiences and (2) purposes and outcomes.

Category I of the NCATE standards, Knowledge Bases for Professional Education, has the following five standards which includes 23 of the total 94 compliance criteria:

- Standard I.A: Design of the Curriculum
- Standard I.B: Delivery of the Curriculum
- Standard I.C: Content of the Curriculum--General Education
- Standard I.D: Content of the Curriculum--Specialty Studies
- Standard I.E: Content of the Curriculum--Professional Studies

SIGNIFICANCE OF THE STUDY

The NCATE standards about curriculum design, content (general education, specialty studies and professional studies) and delivery reflect national concern about the knowledge bases for professional education. The model herein described, therefore, may be of interest to teacher educators, researchers, practitioners, and students.

THE MODEL

The innovative model, hereafter referred to as the Professional Life Span Model, was used for the knowledge base for teacher education programs at The University of Mississippi. The development and derivation of the model evolved after considerable faculty deliberation and conferencing. A faculty committee, representative of faculty and students from all program areas, along with a visiting curriculum and multicultural specialist and faculty from the College of Liberal Arts, derived the model. Mini-knowledge bases from different program specializations and a poll of the faculty about the models of instruction they use were utilized in the derivation of the

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model. The Professional Life Span Model is illustrated in the attachment, Figure 1.

As per Galluzzo and Pankratz' significant work on program models and the NCATE Knowledge Base, the five important attributes of a program knowledge base for teacher education are: (a) a set of beliefs, (b) an organizing theme, (c) source documents, (d) a program model, and (e) program outcomes and evaluation processes.

As indicated in Figure 1, the model is a framework within which six dimensions of people are nurtured so that students become independent, fully-functioning, self-sustaining adult professional instructional leaders equipped with the prerequisite skills of best professional practice. The model uses knowledge bases drawn from general studies, specialty studies, learning environments, and educational processes.

As can be seen in Figure 1, the purposes of the programs, described as the six dimensions of existence within the Professional Life Span Model are:

Psychological:	cognitive, intellectual, self-esteem
Social	: arbitrates between people and tools
Physical	: health
Vocational	: recognizing individual differences
Moral	: to make judgments
Aesthetic	: appreciation

The overriding rationale of the model is the need for pedagogical equilibrium.

Inputs (components) of the model are:

- (GS) General Studies (same as Liberal Arts core)
- (SS) Specialty Studies (the different program specializations)
General Studies plus Specialty Studies allow students to become existentially liberated.
- (LE) Learning Environments (from best practice; also see Figure 2)
- (EP) Educational Processes (from research)
Learning Environments plus Educational Processes allow students to become comprehensive facilitators for student and personal development and, therefore, to achieve the ultimate educational outcome of the model.

Figure 2 reflects the sequence of application of program content and related field experiences.

References

- Galluzzo, G. R., & Pankratz, R. S. (1990). Five attributes of a teacher education program knowledge base. Journal of Teacher Education, 41(4), 7-14.

FIGURE 1

PROFESSIONAL LIFE SPAN MODEL

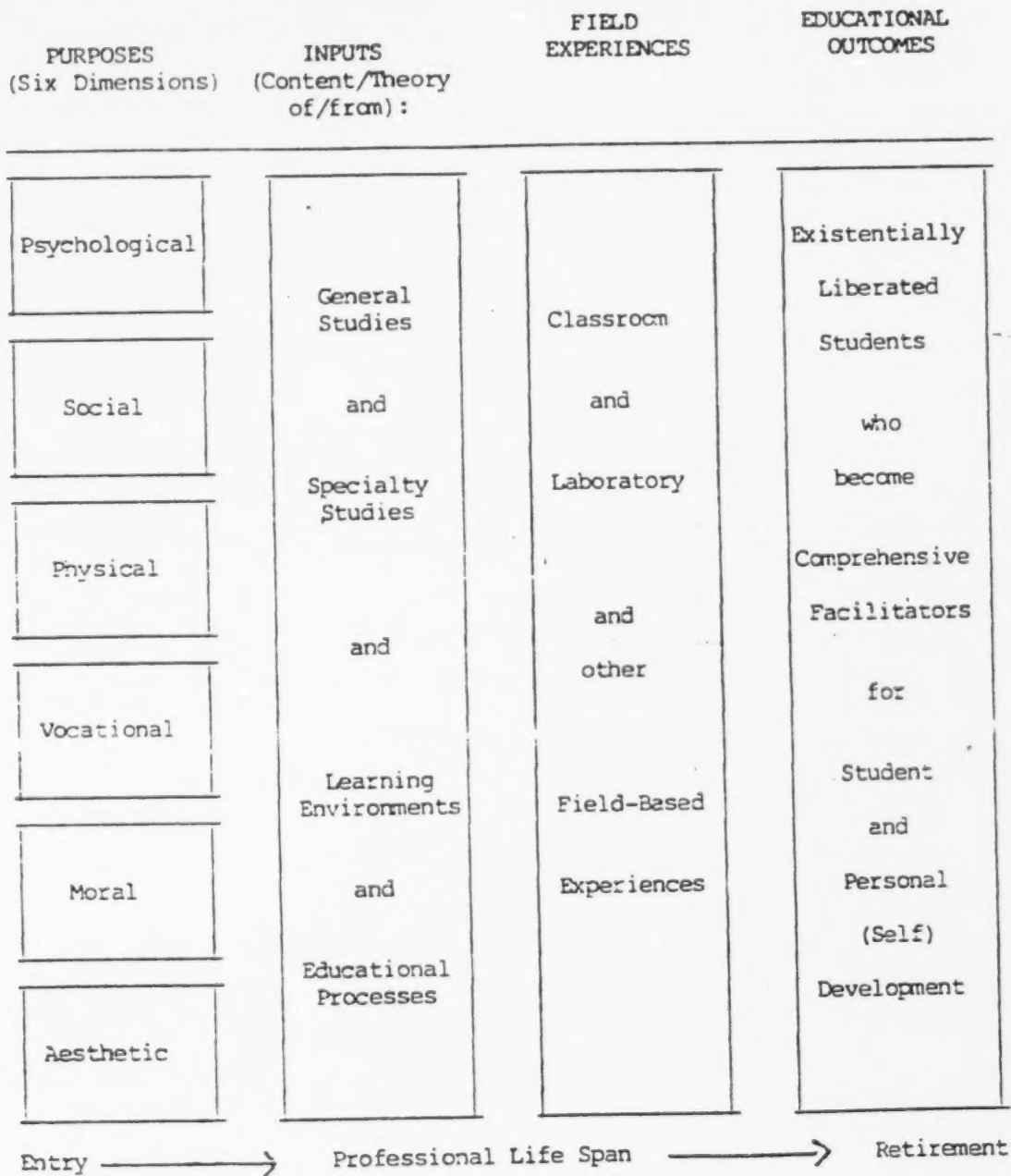
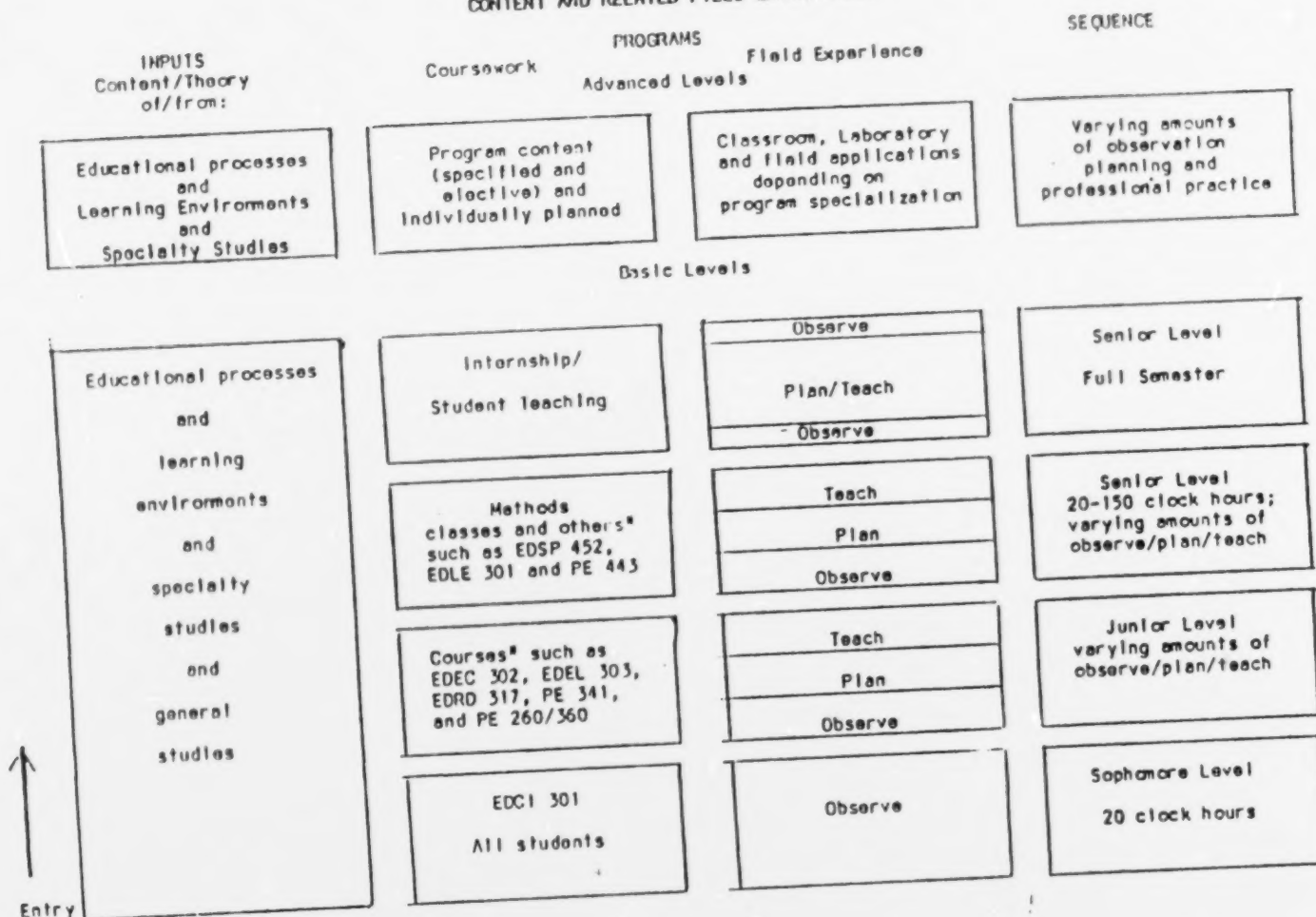


FIGURE 2: SEQUENCE OF APPLICATION OF PROGRAM
CONTENT AND RELATED FIELD EXPERIENCES



*Depends on program specialization